



Quality Assurance  
Educator Assessment Form  
**Diabetes at Diagnosis, Key stages 3 and 4 (2<sup>nd</sup> edition)**  
**Section 4: Glucose and ketone monitoring**

Educator name:
Assessment date:

Assessor Name: Professional role: Place of work:	Specific areas the educator would like to be reviewed by assessor:
---	--

*Session content standards:*

	<b>As outlined in the curriculum, did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Comments:</b>
1.	Give a practical demonstration of how to carry out a blood glucose check			
2.	Enable the CYP to perform a blood glucose check under supervision			
3.	Enable the CYP to fill in their first blood glucose reading			
4.	Enable the CYP to identify the correct reasons why blood glucose testing should be carried out			
5.	Enable the CYP to identify the times, from the workbook choices, when it will be useful for them to check their blood glucose			
6.	Discuss the blood glucose targets that are recommended			
7.	Demonstrate how to perform a ketone check			
8.	Highlight the graphic and explain what HbA1c is and the target for children and young people			
9.	Highlight and discuss the explanation of the honeymoon period			
10.	Discuss alternative methods for monitoring blood glucose and local availability			





Quality Assurance  
Educator Assessment Form  
**Diabetes at Diagnosis, Key stages 3 and 4**  
**Section 4: Glucose and ketone monitoring**

Educator name:
Assessment date:

*Session structure standards:*

	<b>As outlined in the curriculum, did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1.	Review the traffic light self-assessment from the previous session and identify whether any areas need revisiting			
2.	Ensure that all activities within this section of the workbook were completed			

*Educator engagement standards:*

	<b>Did the educator:</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
1.	Encourage the CYP and their family to ask questions and talk about their worries and concerns			
2.	Regularly check the CYP and their family's understanding of the information presented to them			
3.	Listen and respond to the CYP and their family's comments and questions			
4.	Encourage the CYP and their family to come up with their own ideas of how to live with diabetes			
5.	Deliver the session at a pace that supported effective learning for the CYP and their family			

*Overall assessment:*

		<b>Yes</b>	<b>No</b>
1.	At least 50% of the standards were met		
2.	If less than 50% of the standards were met, a realistic action plan has been developed to address this		

Assessor signature .....

Educator signature .....